

History 390: U.S. History Before the 20th Century
Fall 2013
Lander University

Instructor: Dr. Ryan Floyd
Phone: contact me via e-mail
Class Time: T/TR 11.30-1.00

Office: LC 363
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Classroom: LC 342

Office Hours: Office Hours: M/W 3:30 – 5:00 ***by appt.
TR 4:30-5:00 ***by appt.
T 10:00-11:00 ***by appt.

I am regularly out in the field observing student teachers and must request that students schedule appointments in advance.

Course Description:

A requirement for history majors, this course will use influential primary and secondary sources to examine the major turning points and themes in American social, political and economic history before the nation became a world power. Should be taken in the junior year. Prerequisite: ENGL 102 and HIST 201. Three semester hours.
3.000 Credit hours

The focus of this course will be U.S. foreign relations from 1775 – 1902.

NCSS 1.2, 1.3, 1.5, 1.6, 1.9 and 1.10

REQUIRED READING

Howard Jones, *Crucible of Power: A History of American Foreign Relations to 1913*,
vol. I

Dennis Merrill, ed., *Major Problems in American Foreign Policy to 1920*.

A note on reading: By this point in your college career, I am certain you are aware that history is a reading-intensive subject. This class is no exception. Considering the importance of class discussion to this course, every student should do their best to be prepared. It is unfair to your classmates to do otherwise. Plus, considering your decision to take this course, I assume that you do not find heavy reading assignments daunting.

Be certain that I will hold you responsible for the content of the assigned readings.

Course Requirements: This course provides a number of opportunities to demonstrate your understanding of the material and earn points.

I. Class Participation/Discussion: (15 points each)

Students will be graded on their behavior and their contributions to classroom discussions.
Class participation and discussion points cannot be made up.

II. Major Problems Worksheets (10 points each – I will factor the total score into your in-class work grade):

For each set of primary and secondary readings, students must type up a personal analysis (based on the Major Problems Worksheet) that demonstrates that they understand and have thought critically about the material. (See Major Problems Worksheet on Blackboard)

I will collect the typed worksheets (submitted in your folder) at the end of the In-Class discussion. You cannot turn in a worksheet late.

A Note on Primary Source Documents: Historians generally treat primary source documents as more “correct” or compelling than materials written later. But it is important to remember that all documents were created for some specific purpose and authors often had their own interpretive viewpoints. When historians revisit these “primary” sources they must consider the authors’ interpretations – and often the historian must interpret the document itself. When reading the primary sources remember that a given source does not necessarily represent “truth” just because it is older or written by a contemporary to events. *Always stop for a moment to consider the motives of the author.* You may be familiar with reading secondary sources in this manner; treat the primary documents with similar caution. Remember that the primary source documents are an integral part of each module. Your submitted assignments must reflect a thorough understanding of the information presented in the articles and the primary source documents.

III. Map Test: (65 pts)

The map test will cover all 50 U.S. states and various countries that the United States interacts with during the 18th, 19th and early 20th centuries.

IV. Exams: (100 pts each)

There will be three exams, essay and short answer format. [Matching/ Multiple Choice questions (30 pts) and an essay (70 pts) based on lectures and reading material.]

The **FIRST EXAM** will cover 1775-1809 and will be administered on completion of that portion of the course. The **SECOND EXAM** will cover 1809-1861 and will be administered on completion of that portion of the course. The **THIRD EXAM**, or **FINAL EXAM**, will cover 1861-1900, and will not be comprehensive.

You will need to turn in three Blue Books by September 16. **STUDENTS WILL LOSE 5 POINTS OFF OF THEIR TOTAL GRADE IF THE BLUE BOOKS ARE TURNED IN LATE AND STUDENTS WHO DO NOT TURN IN BLUE BOOKS CANNOT TAKE EXAMS.**

On Blackboard you will find the essay grading rubric.

COMPLETE ALL EXAMS IN INK.

I grade off for using anything but black or blue ink.

I do not give extra credit assignments.

V. Images that Define America Team Project (50 pts)

At the beginning of the semester I will divide the class into teams. Using the LOC and NARA websites, each team will choose three images that it agrees best represent a time period in U.S. history (assigned by the professor). After selecting the three images, the team must present the images to the class. Presentations must describe the images (explain what/ who is in the image) and explain to the class WHY the team chose them as

Images that Define America.

As part of the 15 minute presentations, each team must type up 5 – 7 sentence paragraphs explaining the image and why the team selected them. (See below on plagiarism). At the end of each paragraph, the team must also provide the team members' names and a citation for where it found the images and the information in the paragraph.

At the end of each presentation, the class will vote on which of the three images we should include in the *Images that Define America* collection. I will place the images (along with the 5 – 7 sentence paragraph and the team members' names) in the hallways of the History and Philosophy department.

You must turn in your presentation notes with citations for sources.

VI. Team Documentary (50 pts)

In addition to the Images that Define American Team Project, the teams must develop a documentary for the period that they are assigned. I am going to give you a lot of flexibility about how you design and edit them, but they must tell the history of the period you explored in the Images Project. Students are expected to use MovieMaker to edit and "publish" the film. I will be happy to help the teams learn about MovieMaker. At the end of the semester we will have the Floyd Film Festival and display the films. I also hope to have the best ones submitted to the television station here in town.

VI. Chronology Quiz: (50 pts) This assessment is required by the Department of History and Philosophy. On the day of the final exam all students must take a chronology quiz to demonstrate their ability to place major events in U.S. history in the correct order. Each student will receive a list of the events in the near future.

VII. Position Paper: (100 pts)

Each of you will have to write a 5-7 page paper based on a topic selected by the professor. The paper will help you to demonstrate your ability to think critically about primary and secondary sources, develop and defend a thesis, use proper citation techniques, and write clearly, professionally and succinctly. (Basically, now you get to put the material you learned in HIST 201 into action.)

For this paper, students will not need to or be allowed to use outside research. The *Major Problems* book contains all of the primary and secondary sources that you will need. (See section on Plagiarism)

Rules of papers:

- 1) **Papers must be written in Times New Roman (12pt font), double spaced and blocked.**
- 2) **Papers must use the Chicago Style Citation for ALL quotes and references to secondary material.**
http://www.chicagomanualofstyle.org/tools_citationguide.html
- 3) **You must use footnotes.**

- 4) Text must not start below inch two on the first page. You only need one line for your title and one line for your name/date/course.
- 5) See Tip sheet in Blackboard for more and listen to the professor for any additional instructions.

Rules for Exams: Any student who misses an exam will receive a zero for that assignment. Make-ups will be provided for those students with a documented excuse (see attendance policy). Only in **rare documented emergencies** will the instructor approve a make-up final. **All assignments are due on the day listed in the course schedule.**

☞ It is your responsibility to contact me during office hours or immediately *after* class to discuss make-up work and pick up assignments handed back on days you are absent. I will not seek you out to provide assignments or return assignments.

☞ You must contact me the first day you are back on campus after the absence (and bring the written excuse) in order to receive any make-up work. If you do not, you will lose the opportunity to make-up your work.

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=59 or below

Attendance policy:

All students are expected to attend all classes. Roll will be taken each day. After three absences, your course grade will drop by 1/3 of a letter for every additional class you miss. If you must miss class, be sure to obtain lecture notes from a classmate and read all applicable assignments. Attendance is strongly tied to class performance; therefore, I urge each of you to attend class regularly. If you are absent with an excuse, please let me know. Un-excused absences from all quizzes, exams, or the final will result in a "0." Excused absences for reasons such as illness requiring medical care, college activities, religious holidays, etc. **must be documented**. I must approve exceptional cases. Incompletes will **rarely** be given only (i.e. almost never!).

*** I will also take into account tardiness and leaving early when assigning attendance grades. (Three tardies/ early exits = one absence) If you do come late and or have to leave early, quietly come in and exit through the back door.

Please note that in order to be attentive, you must be awake. You will not be counted present if you are sleeping, working math problems, reading your literature book, text messaging, talking, playing on the internet, reading the newspaper, gazing out the window, etc.

Accommodations:

If you have now or develop during this semester a physical or learning disability and you want your professor to make reasonable accommodations for that, you must contact the Lander University Wellness Center, 388-8885, studentwellness@lander.edu. Once the Wellness Center has received appropriate documentation, they will inform your instructors.

Classroom Responsibilities (Approved by the Lander Faculty):

All Lander students will...

- 1) Read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class.
- 2) Check their Lander e-mail accounts daily and check blackboard daily (if used in class) for announcements, assignments, etc.
- 3) Be aware of each professor's absence and tardy policies.
- 4) Communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations.
- 5) Be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging and answering cell phones.
- 6) Not give, use or receive unauthorized aid in academic activities because these are serious violations of academic integrity.
- 7) Know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

Policy concerning Cell Phones (Approved by the Lander faculty)

Cell phones are to be turned off before entering the class (lab, clinical, etc.) and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be left on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes and exams. Each instructor reserves the right to further restrict the use of cell phones in class and to determine the consequences of not following this policy.

Academic Misconduct:

All acts of dishonesty in any work constitute acts of academic misconduct.

Honor Code: In order to maintain a high standard of academic excellence, Lander University and this instructor supports an academic honor code for which both faculty and students are responsible. The complete text of the code is presented in the *Student Handbook* available from the Office of Academic Affairs and Student Affairs.

□I hope that by this point in your life you understand the importance of personal integrity and honor. What you do now will hover over you for the rest of your life. Cheating is a dishonest act. Cheating should tell you a lot about yourself and it will tell others about you.

I hope that you understand that the value of a college education is not just the diploma. By going to college you have chosen to improve yourself – which is an admirable thing to do. To improve yourself you need to really make an effort to work hard in this and all courses – even if you do not think that they are directly related to your major. Please remember that your honor is at stake. Be advised that I have caught cheaters in the past and I will prosecute cheaters to the fullest extent possible. This can include failure of the course.

*****I reserve the right to remove a disruptive student from the classroom and count him or her absent.**

Below you will find the course calendar. It includes the dates for discussions, debates and exams. Please keep in mind, however, that this is a tentative schedule and can change. Please be in class and listen to announcements about any necessary changes to the schedule.

PART I

A. Beginnings of American foreign policy, 1775-1789

***Reading assignment: Jones, ch. 1 and *Major Problems* ch. 2

1. Colonial background: roots of isolationism
2. American Revolution:
 - a. French connection and Benjamin Franklin
 - b. Treaty of Paris of 1783
3. Foreign affairs under Articles of Confederation
4. The Constitution

Discussion on *MP* ch. 2 - September 12

B. Federalist Diplomacy & Wars of the French Revolution, 1789-1801

***Reading assignment: Jones, ch. 2 and *Major Problems*, ch. 3

1. George Washington as president:
 - a. Alexander Hamilton v. Thomas Jefferson
 - b. French Revolution and the Napoleonic Wars
 - c. Citizen Genet
 - d. Jay's Treaty & "First Rapprochement" with England
 - e. Pinckney's Treaty
 - f. Farewell Address
2. John Adams as president:
 - a. "XYZ Affair"
 - b. Quasi-War with France
 - c. Convention of 1800

*****Map Test September 26*****

Discussion on *MP* ch. 3 - September 26

C. Jeffersonian Diplomacy, 1801-1809

***Reading assignment: Jones, ch. 3 and *Major Problems*, ch. 4

1. Republican ascension
2. Thomas Jefferson as president:
 - a. Barbary Wars
 - b. Louisiana Purchase and American expansion
Lewis and Clark film
 - c. Deteriorating Anglo-American relations, 1803-09:
 - (1) *Chesapeake-Leopard* affair
 - (2) Embargo Act

Discussion *MP* ch. 4 - October 3

****Images that Define America Team Project Presentations – October 3

*****FIRST EXAM – October 8*****

PART II
REPUBLIC ON TRIAL, 1809-1861

A. Second War for Independence & Hemispheric Security, 1809-1825

Reading assignment: Jones, chs. 4 & 5 and Major Problems, ch 5 & 6

1. James Madison as president:
 - a. Road to war with England, 1809-1812
 - b. War of 1812
 - c. Treaty of Ghent (1814)
 - d. Battle of New Orleans (1815)

****Discussion on MP ch 5 - October 17***

2. James Monroe as president:
 - a. "Era of Good Feelings," 1817-1825
 - b. Rush-Bagot agreement
 - c. Convention of 1818
 - d. Adams-Onís Treaty
 - e. Monroe Doctrine

Discussion on MP ch 6 October 24

****Images that Define America Team Project Presentation – October 24

B. Prologue to Westward Expansion: Webster-Ashburton Treaty

***Reading assignment: Jones, ch. 6 and Major Problems, ch. 7

1. Prelude:
 - a. John Quincy Adams as president
 - b. Andrew Jackson and "shirtsleeve diplomacy"
 - c. *Amistad* mutiny & U.S. relations with Spain & England
 - d. Deteriorating Anglo-American relations:
 - (1) Northeastern boundary dispute
 - (2) Canadian rebellions and *Caroline* affair
 - (3) Alexander McLeod crisis
 - (4) African slave trade and *Creole* slave revolt
2. Webster-Ashburton negotiations of 1842:
 - a. treaty terms
 - b. "battle of the maps"
 - c. attempt to impeach Daniel Webster

Discussion on MP ch. 7 November 5

****Images that Define America Team Project Presentations – November 5

B. "Manifest Destiny," 1840s-1861

***Reading assignment: Jones, chs. 7 & 8 and MP, ch 8

1. Meaning of term
2. James Polk as president:
 - a. Oregon Treaty of 1846
 - b. Texas Question & Mexican War:
 - (1) Treaty of Guadalupe-Hidalgo of 1848
 - (2) slavery and expansionism
3. Between the wars, 1848-1861:
 - a. "Young America" and expansionism

- b. Gadsden Purchase
- c. Clayton-Bulwer Treaty
- d. Southern dream of a Caribbean empire
- e. Far East

***Discussion on MP 8 November 12 ***

****Images that Define America Team Project Presentations –November 12

*******SECOND EXAM – November 14*******

PART III

TOWARD WORLD POWER STATUS, 1861-1900

A. Union in Peril: Civil War, 1861-1865

****Reading assignment:* Jones, ch. 9; Jones and MP, ch 10

1. 1861—from Fort Sumter to war:
 - a. Union diplomacy:
 - (1) Abraham Lincoln, William Seward, & Charles Francis Adams
 - (2) "civil war" and international law; "recognition" issue
 - b. Confederate diplomacy:
 - (1) Jefferson Davis, Judah Benjamin, James Mason, & John Slidell
 - (2) "King Cotton" diplomacy
 - c. First Bull Run; *Trent* crisis
2. 1862-1863—the decisive years:
 - a. *Florida, Alabama, Shenandoah*
 - b. British intervention: recognition? mediation? armistice? force?
 - (1) Lord Palmerston, Lord John Russell, & William Gladstone
 - (2) Second Bull Run, Antietam, & Emancipation Proclamation
 - (3) Intervention crisis of October-November 1862:
 - (a) Lord John Russell v. George Cornwall Lewis
 - (b) Napoleon III of France; Russia
 - c. Vicksburg and Gettysburg; Laird rams crisis
3. France, Mexico, & the end of the war, 1864-1865

Discussion on MP, ch 10 November 19

****Images that Define America Team Project Presentations – November 19

B. "New Manifest Destiny," 1865-1900

****Reading assignment:* Jones, chs. 10 & 11 and MP, ch. 12

1. End of continentalism & American imperialism, 1865-1895:
 - a. William Seward and Alaska
 - b. *Alabama* claims dispute
 - c. Latin America, Pacific Ocean, and Far East
 - d. Venezuelan boundary crisis & "Great Rapprochement"
2. causes of American expansionism

*****Position Papers Due – November 21*****

3. Spanish-American War—a "splendid little war"?
 - a. Background:
 - (1) *Virginius* affair, Cuba, and "yellow journalism"
 - (2) DeLôme letter
 - (3) Sinking of *Maine*
 - b. War: America's first great crusade?
 - (1) Teller Resolution

- (2) Dewey and Manila
- (3) Annexation of Hawaii
- (4) Theodore Roosevelt & the "Rough Riders"
- c. Treaty of Paris of 1898-1899
- 4. America a world Power?
 - a. Caribbean: Cuba and Puerto Rico
 - b. Far East: Philippines, Guam, China, & "open door"

	Discussion on <i>MP</i> , ch 12 December 5
	****Images that Define America Team Project Presentations – December 5
	***** <u>FINAL EXAM: Tuesday December 10 11:00-1:00</u> *****

List for Map Test

Mississippi
Louisiana
Tennessee
Illinois
Indiana
Kentucky
Georgia
Florida
S. Carolina
N. Carolina
Virginia
W. Virginia
Vermont
Massachusetts
Pennsylvania
New York
Rhode Island
Connecticut
New Hampshire
Maine
New Jersey
Delaware
Michigan
Maryland
Ohio
Montana

Oregon
Idaho
Washington
Wyoming
N. Dakota
S. Dakota
Minnesota
Wisconsin
California
Nevada
Utah
Arizona
Colorado
New Mexico
Nebraska
Kansas
Oklahoma
Texas
Iowa
Missouri
Arkansas
Alabama
Alaska
Hawaii
Spain
France
England
Germany
Russia
China
Japan
Philippines
Vietnam
Korea
Mexico
Cuba
Panama Canal
Iraq
Iran